

FUNDAMENTAL EDUCATION

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EDITORIAL: THE DEVELOPMENT OF LIBRARIES

DESPITE the wide acceptance in theory of the library as an important educational tool, the fact is that almost nowhere in the world is adequate library service freely available to all the people. In the United States, for example, the searching Public Library Enquiry just completed shows that thirty-five million people (or approximately one-fourth of the national population) are without library service of any kind. And although one hundred million dollars was spent last year for public libraries alone (exclusive of enormous additional expenditures for school, university and special libraries), only a favoured portion of the areas served was well served in terms of book collections, personnel or services rendered.¹ Even so, the United States is well-off for library service as compared to most other countries, with notable exceptions such as Denmark and Great Britain.

Why throughout the world are so many areas without library service and the existing libraries so poor? The elements of the problem are not far to seek and are almost universally constant: (1) public apathy; (2) inadequate or erratically distributed financial support; (3) scattered rural populations; (4) awkward units of government; (5) adherence to ineffective forms of library service; (6) lack of trained library personnel; (7) lack of imaginative leadership, both lay and professional. To these constants may be added for some areas such further factors as barriers of race or class, multiplicity of languages, widespread illiteracy and lack of adequate printed literature.

There are of course no simple panaceas, but library history has made certain fundamental facts abundantly clear. The first conclusion is that a satisfactory national system of library service cannot be achieved by the piecemeal efforts of local government alone. Library development in Great Britain affords a case in point. Public libraries were there established on a local basis in 1850. In the period between 1911 and 1940, library coverage increased from about 60 per cent to substantially 100 per cent. In these three decades an almost complete network of county libraries was established, including service to schools, and a co-operative regional and national system of inter-library loans and union catalogues was organized. This rapid advance in library service was achieved (1) by the adoption of statesman-like national library plans; (2) by the shrewd use of Carnegie United Kingdom Trust

¹ See Leigh, R. D. *The Public Library in the United States*. The General Report of the Public Library Enquiry. New York. Columbia University Press, 1950. 272 pages.

funds, which virtually took the place of national aid to libraries; (3) by library leadership of high quality; and (4) by the general willingness of librarians in all groups to co-operation in national projects. Similarly, Denmark, with the aid of liberal national grants to libraries, established between 1919 and 1939 a nation-wide system of central and county libraries. The Danish system of centralized technical services is discussed at length elsewhere in this issue. It should be added that these achievements were effected both in Great Britain and in Denmark at very considerably smaller *per capita* cost than the present level of library expenditures in the United States.

A second conclusion is that the number of library workers qualified by native ability and sound professional training to assume exacting positions of leadership must be greatly increased. Library administration must cease to be regarded as a sinecure for well-meaning amateurs. There is little excuse for repeating virtually identical mistakes and ineptitudes in different parts of the world. Solutions, in more or less degree, have been evolved to many of the most besetting library problems and are recorded in plain print. Approaches to fruitful solutions based on documented experience can be brought to bear also on such related problems as illiteracy and the production of needed reading material.

Sound planning on a broad co-operative basis must replace drift and chance and narrow localism in library development. The heart of the matter is the establishment of a sound framework of larger units of library service. It is a doubtful gain indeed to add to the number of poorly-planned, inadequately-stocked, badly-run and financially-starved little libraries. Wealthy urban areas and strong university library centres must be encouraged to channel their resources into an effective flow of service and materials to outlying rural districts, whether by contract or other arrangement. National planning commissions and a series of strong national, regional and local centres are needed.

But sound planning and the increase of professional skill are only one part of the answer. Complete library coverage and a minimum standard of performance in service are unlikely to be achieved without a national system of substantial grants-in-aid to libraries. No first-rate educational process or instrument is cheap. Good libraries, like good schools, are expensive and they will not come into being unless a competent and dedicated leadership insists on their creation.

DOROTHY G. WILLIAMS.

EXPERIMENTS IN REGIONAL LIBRARY SERVICE IN BRITISH COLUMBIA

by C. K. MORISON

Small local units of government and scattered rural populations are obstacles frequently found to the establishment of adequate library service. Two successful Canadian experiences provide examples of methods of surmounting these difficulties.

ALTHOUGH problems facing library authorities in Canada's most westerly province are, on the whole, not unlike those in other parts of Canada, a word should be said about British Columbia's peculiar topography.

The area of British Columbia is 366,255 square miles, greater than the combined areas of France, Italy, Belgium and the Netherlands. The configuration of the land varies from rolling plains, like those of the prairie wheatlands, to massive mountain ranges that rival the Swiss Alps. The coast is indented by numerous bays and inlets which would warm the heart of any Norwegian. Off shore is a veritable archipelago of islands large and small. The south-western part of the province has a climate similar to that of southern England, while northern settlers have to battle with the rigours of sub-arctic winters. Immense areas are heavily forested.

With climate and topography so diverse, there is a similar diversity of occupational pursuits: farming and fruitgrowing, lumbering, fishing, mining, hunting and trapping, with a fair admixture of industry, mostly light.

From the general nature of the province and of its settlement one might expect the problem of library service to be very difficult. Such is not the case. Provided one is resigned to the fact that it is impossible to provide complete library service for isolated fishing villages, logging camps and mining outposts, the very fact that a large proportion of the province is mountainous and inhospitable signifies that there is comparatively little flat country left in which library service may be organized in the same way as in any well settled area. Extension services to the more isolated outposts are well organized by the Public Library Commission from a headquarters in the capital and branches in the central and northern sections of the province, but such is not the subject of this discussion. The first regional library experiment in British Columbia was carried out on one of its more important 'flat spots', the lower Fraser Valley, a well integrated rural area of about 1,100 square miles, in the south-western corner of the province.

FRASER VALLEY UNION LIBRARY DISTRICT

What made the Fraser Valley a unique library problem in 1934 was not any complication in land configuration but simply the fact that British Columbia does not have county government: there is no single governmental unit in the Fraser Valley with a large enough population to finance a public library. For this reason the Public Libraries Act had to be amended to permit the formation of a 'union library district', which consisted at the outset of two cities (populations of 1,300 and 2,500), one village (population of 1,300), nine district municipalities (populations of from 830 to 8,500, areas of from 20 to 130 square miles), and nine rural school districts with populations of

from 65 to 1,210. The total population of Fraser Valley Union Library District in 1934 was 42,000; today it is 100,000.

Under the Act there are two ways in which a union library district may be formed: by a voluntary agreement entered into between the respective municipal councils and school boards, or by plebiscites held in their respective jurisdictions. A plebiscite may be demanded by a petition signed by not less than 10 per cent of the electors.

Government

Once formed, the union library district is governed—for library purposes only—by a board constituted of representatives appointed by the respective municipal councils and school boards. There is only one representative for each municipality and school district but the voting power of each, on all matters affecting the expenditure of money, is weighted according to the population which he represents.

It had been feared that a library board of 21 members might prove unwieldy but such has not been the case. The board holds quarterly meetings when major matters of policy and finance are decided upon, the execution being left to a small committee which is called together as required. The principal criticism that may be levelled at the board, as at present constituted, is that a considerable number of its members, being appointees of the separate councils and school boards, seem frequently to consider themselves guardians of the local purse rather than promoters of the best interests of the library. The library is the Cinderella of municipal finance.

Finance

Fraser Valley Union Library was organized during the depth of the world depression and its financial structure is unhappily still influenced by the poverty programme instituted at that time. \$1.50 *per capita* is commonly accepted as the minimum on which good public library service may be provided, corresponding to something less than \$1 in 1934. Fraser Valley started out with 35 cents *per capita* in 1934 and in 1950 only came up to 40 cents! It would indeed have been impossible to keep going had not the library been originally launched by a generous grant of \$100,000 from the Carnegie Corporation of New York, during a free demonstration period from 1930 to 1934; and had not the Public Library Commission been able subsequently to make small annual grants from provincial funds. But poverty still dogs the library's footsteps: board members view with alarm even the smallest increase in taxation, and a financial structure that would have been inadequate in 1934 enables the library in 1950 to give only the bare minimum of service.

Taxation

Machinery for the actual raising of revenue provides that the library board shall decide at the beginning of each year the moneys required, and shall apportion the same amongst the various municipalities and school districts 'in the ratio of their respective assessments, or in the ratio of their respective populations, or otherwise, as mutually agreed on from time to time . . . or, if not so agreed on . . . in such ratio as the Commission may fix'. To date, the ratio of population has been used, and the Public Library Commission has not been called in to settle disagreement.



Bookmobile station at a country store in the Fraser Valley.

The library board does not have the responsibility for actual collection of the tax, this being left to the municipal authorities, and, as regards the rural area of school districts, to the provincial collector. A word should be said however as to the three ways in which the library levy may be raised. It may simply be taken out of consolidated revenue, in which case the library is paid for on the basis of assessed land values, or it may be raised by a special library tax, on a flat rate, not exceeding \$2 per year per taxpayer. The latter may, in turn, be levied either upon landowners only (who normally carry the main burden of local taxation) or on both landowners and 'every person between the age of 21 and 60 years who has resided in the municipality for 60 days'. Payment for the library from consolidated revenue has generally been found to be the best procedure: the library tax remains 'hidden'.

Administration

Fraser Valley Union Library is administered as a single, integrated unit, not as a federation of co-operating libraries. Services are organized through a central headquarters and a system of 26 branches, 111 bookmobile stations, and 105 school libraries, all physically knit together by the bookmobile and an auxiliary truck which is used for service to the schools. Operations, much the same as in other county and regional systems, may be briefly summarized as follows.

Headquarters, in the geographical centre of the library district, is manned by fully qualified librarians who perform the ordinary duties of selecting, ordering, cataloguing and processing books for the whole system, of exchanging books amongst the various agencies, of serving the public direct from the bookmobile, and of reference service to readers, who send many thousands of requests to headquarters every year. Branches are administered by custodians who have had no professional training but who are carefully selected and supervised.

During the day's run on any one of ten regular routes out of headquarters, the bookmobile contacts each library agency as it occurs along the way, be it branch, large or small, or bookmobile stop. A trained librarian is always on duty to advise readers whose one contact with the library is the bookmobile. At branches, book exchanges are made and specially requested books are dropped and picked up. Periodicals are also regularly exchanged. The bookmobile librarian confers with the branch custodian on local problems.

School Libraries

With the financial assistance of provincial authorities, who bear the initial cost of books and half the operating cost, the library has now built up a book service, unexcelled in any rural area of the province, for all the rural schools in its district.

At the beginning of the school year books are delivered to each school, selected by a trained children's librarian in relation to the respective enrolment and need of each school. Libraries are exchanged in December and March and removed in June. During the year teachers may have additional books to meet special assignments. This has proved an untold boon to teacher and pupil alike, who formerly had meagre collections of dog-eared books which were likely to develop a permanent anti-book complex, rather than cultivate a good reading taste which should last through life. Every pupil during his school life now at least has access to an ever-changing selection of the best of children's literature, suited to his age as he progresses through the various grades.

Results

The practical workability of the 'union library' principle has been well demonstrated over the past 16 years, and it has been adopted in one form or another in many parts of Canada and the United States. Regionalism is indeed fast superseding political boundaries in fields other than that of library development. More and more those unimaginative little lines on the political map are being ignored by the state authority when it is necessary to organize efficient social services for a well integrated region. In the Pacific northwest the international boundary itself is being ignored by an influential association of librarians which has organized, and is now planning to expand, co-operative library services for a region which includes the province of British Columbia in Canada, and the four states of Washington, Oregon, Idaho and Montana in the United States. A lesson for more than librarians. 'Au diable, les frontières politiques!'

NORTH-CENTRAL LIBRARY

Briefly, the purpose of British Columbia's second regional experiment has been to make the basic elements of regionalism available in territory where

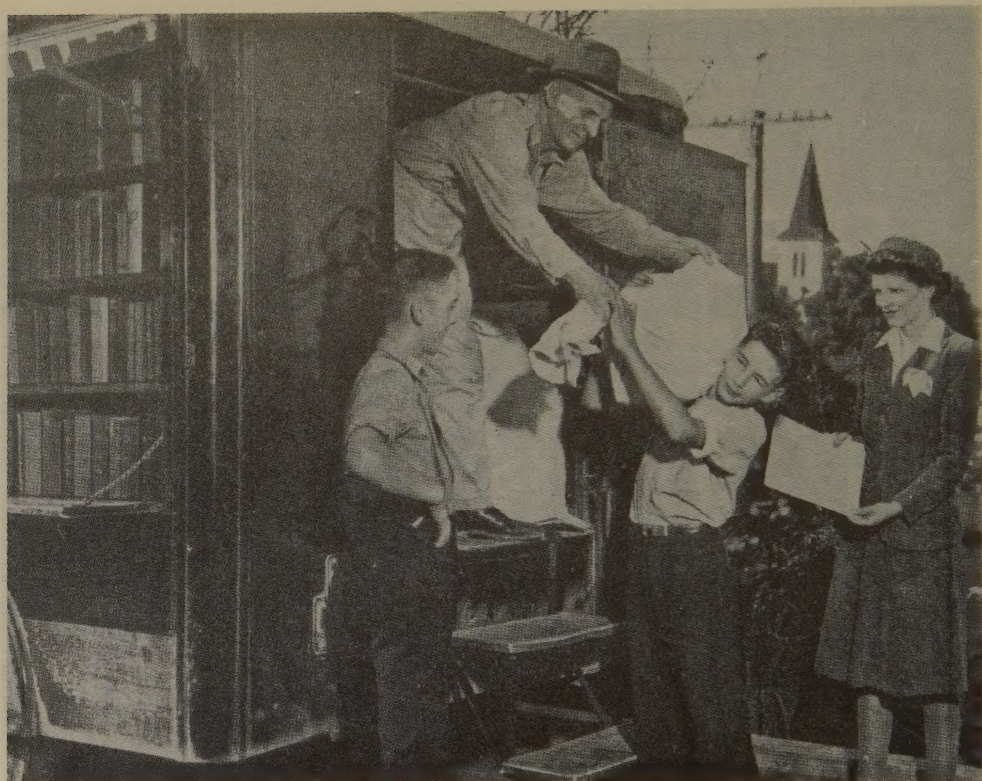


The Fraser Valley bookmobile serves all ages.

settlement is too sparse to permit formation of a union library district supported by local taxation and administered by its own board.

In what is known as the north-central districts, the transcontinental line of the Canadian National Railways cuts through the province from east to west, following flat river valleys, precipitous gorges and mountain passes. Along this line of communication and in tributary valleys meeting it from north and south, settlement is very sparse, consolidated here and there in small communities which may be separated by as much as 50 miles of inhospitable country that has hardly been touched by man. The largest settlement is the city of Prince George, population 6,500, geographical centre of the Province and 'capital' of the district.

From its branch in Prince George the Public Library Commission has for many years sent travelling libraries (boxes of books exchanged once, twice or three times a year) to communities and schools scattered over this wide territory. Larger communities have organized 'public library associations', small libraries meagrely financed by membership fees and grants from the local governments and the Public Library Commission. They have in some cases provided creditable and acceptable book service, but progress has been blocked by two principal handicaps: lack of trained personnel and the stagnation of small, isolated book collections. It was in order to put new life into these libraries that the second experiment in regional service was instituted.



Books by the sackful for the country school.

Co-operation

In 1948 the Public Libraries Act was amended to permit independent libraries to pool their book resources and put them under the direction of the Public Library Commission. The following are the main features of an agreement jointly entered into by the Commission and five public library associations in the north-central district:

- (1) The associations throw their complete book collections into a common pool.
- (2) Annual appropriations are made to the central administration for the purchase of new books.
- (3) The associations have responsibility for the local administration of their libraries.
- (4) Each appoints a representative to an advisory board to *consult* from time to time with the central administration but not to *control*.
- (5) Library service is free to all residents of the local community.
- (6) The Commission makes annual grants to each association in proportion to grants made by the local government.
- (7) Through its branch at Prince George the Commission assumes the responsibility and cost of central administration; the selection, ordering, cataloguing and processing of new books and the rebinding of old; the

regular exchange of books, new and old, between one library and another; the supplying to any reader, in any association, of books requested by him which may be available anywhere in the whole system; in general the performance of such basic duties as are normally carried out by the headquarters of a regional library.

- (8) Associations agree to remain in the co-operative for at least five years, after which time any may withdraw upon six months' prior notice. If an association withdraws it is entitled to a share of the total book stock in proportion to its own cumulative contribution toward the same.

The basic advantages of this co-operative organization are as follows:

- (1) The combined book collection is available to every reader in every library. It flows continuously through the whole system by regular exchange and through special requests.
- (2) Full use is made of all books purchased. Formerly, books would be quickly 'read out' in library A, and sit idly on the shelves, when they would have been welcomed by library B where a quite different collection of good new books would similarly be gathering dust.
- (3) Co-operating libraries have the services, at headquarters and through periodic visits, of fully qualified and experienced professional librarians.
- (4) The provincial government bears a reasonable share of the total burden of library service in outlying communities, where adequate service would not be possible without this lead.
- (5) The system works. The North-Central Co-operative, quite a distinct organization from the Commission's North-Central Branch, which, amongst other duties, administers the co-operative, is little over a year old but has already given good evidence that it is a solution of library problems in difficult terrain.

CONCLUSION

Public library development is still far from perfect in British Columbia—the principal lack being adequate finance—but some satisfaction is felt that at least sound methods have been developed for administering library service in rural areas, regardless of government boundaries and in spite of very sparse settlement. Evidence is thus provided that if a central government authority is willing to lead and co-operate, and if local communities realize that public library service is worth paying for, there need be no insurmountable obstacle to the establishment of 'the people's university'.

LITERATURE PRODUCTION AT JAMIA MILLIA ISLAMIA

by SHAFIQUIR RAHMAN KIDWAI

The dearth of simply-written books for adults on serious subjects is one of the universal plagues of educators and librarians. Solutions have been sought in places as far-flung as the Readability Laboratory of Teachers College, New York City, and the East Africa Literature Bureau. An effort in India is here reported.

INTRODUCTION

JAMIA MILLIA ISLAMIA (the National Muslim University founded in Delhi in 1920) established in 1936 a department called Idara-Talim-o-Taraqqi (Institute of Adult Education) as an experimental centre of social education. It runs five community centres in Delhi which organize programmes of adult education and cultural recreation, extra-curricular instruction for school-age boys and girls, and social service work. The centres aim at improving the whole quality of community life and provide active training in health and hygiene, citizenship, domestic science and occupations, as well as instruction in reading, writing and arithmetic.

As a result of experience gained in the centres, the Institute early became aware of the almost complete lack of suitable reading material for adults in Indian languages, needed both to impart and maintain literacy. It was seen that one or two textbooks would be quite insufficient for the requirements of adults whose tastes and inclinations differ as widely as their capacity to learn. By the end of 1945, the Institute had prepared and published over 200 booklets for newly-literate adults on a wide variety of subjects in Hindi and Urdu, educational posters and wall-papers, guide-books for adult education workers, and a series for parents. During the disturbances of 1947 which followed the partition of the country, the institutions of the Jamia Millia were looted and most of their property and literature was destroyed. As soon as the situation became quiet, however, the workers of the Idara returned to the task with the feeling that, India being free, the need for the work they are doing is all the more urgent.

BASIC PRINCIPLES

It is wrong to assume that every book is suitable for newly-literate adults if it is written in simple language. Books originally intended for children seldom meet adult needs. A further complication arises from the fact that there are marked individual differences among adults in attainments, habits, attitudes and experiences. It is of the utmost importance, therefore, that special literature is prepared for them in which their interests and psychology are kept fully in view. Materials should be written by mature people who understand the problems of adults. Adult readers are interested in virtually every subject under the sun, provided the approach is made attractive and the contents carefully selected. Materials should be tried out in the manuscript stage and published only if proved successful in use.

Having worked for 10 years among adults, we have prepared a syllabus of Post-Literacy Literature. Its main objectives are: to give necessary skill and practice in reading books, papers and magazines intelligently; to build up a basic vocabulary, and provide information about problems and subjects in which adults are generally interested; to sharpen their desire for further knowledge and learning. All the reading material is prepared on four levels:

(1) *Educational posters*

These are designed to give basic facts on all the subjects prescribed in the syllabus with a minimum of text, using pictures, maps and charts as far as possible. Each poster is complete in itself and integrated with the rest of the series on a given subject. One hundred and fifty posters have been prepared, of which 50 have been published. A second, multi-colour, edition will soon be issued. These posters are useful as a cheap alternative to lantern slides, provide subject matter for talks and lectures, and serve also as attractive mural decorations for the meeting place. They are especially useful when a new community centre is organized.

In addition to the printed posters, daily and weekly wall-papers are prepared. It is a matter of common experience that once the newspaper habit has been cultivated, it endures. The last war and the political revolution in the country have made the common man news-minded. The daily wall-papers combine important headline news taken from the available newspapers with informational material drawn from the syllabus and other sources. Weekly wall-papers give background material for the daily issues, and appropriate special numbers are provided for festivals and celebrations. Wall-papers are made as follows:

- (a) Size is approximately three feet by four.
- (b) Space is generally allotted in the following proportion: syllabus material, 50 per cent; local and community news 20 per cent; national news; 20 per cent; international news, 10 per cent.
- (c) Difficult words are marked. Vocabulary is given in the margin or in a box. Scientific terms and historical references are explained.
- (d) The correct pronunciation of new words and unfamiliar names is given in Persian-Arabic script.
- (e) Outline maps of the world, continent and country, merely showing the political divisions and their capitals, are a special feature. Places mentioned in the news are marked on the map.
- (f) Full use is made of illustrations, pictures and cartoons essential for attracting the interest of readers and for decoration.

The wall-papers have been very popular at the Institute's Centres and have proved to be a very effective medium of education.

(2) *Leaflets*

These are meant for house to house distribution. Written in simple language, they contain useful information and instruction on matters of interest in the day-to-day life of the individual, community and the nation. More than a dozen of these four-page leaflets have been issued.

(3) *Post-literacy booklets*

Our ultimate aim is to prepare a complete library for adults so that no one having learned to read should relapse into illiteracy because he cannot

secure books that will interest him and that he will understand. It is obvious that even a thousand books will not be enough for this purpose. For the present, however, we are working on a plan to prepare 500 books on various subjects. Some 300 manuscripts are ready, including those published before 1947 but destroyed in the Delhi disturbances. These have now been revised and, thanks to substantial aid from the Government of India, are being published in both Hindi and Urdu. Essential features of the booklets are as follows:

- (a) Books are tried out experimentally in the manuscript stage in the five community centres run by the Institute and published only if found satisfactory.
- (b) The booklets cover a wide variety of subjects, including religion, health and hygiene, occupations, politics, economics, history, geography, poetry, novels, folk tales and biography.
- (c) They are generally 16 pages in length, 18×22 cms. in size, with a view to meeting the needs of busy adults who have no time to read bulky books to learn the fundamentals of a subject. Careful selection of content is obviously required.
- (d) Vocabulary-building generally receives considerable attention in the preparation of books intended for adults of limited reading ability. The meagre vocabulary of the newly-literate adult is not, however, a serious factor if common phrases from every-day speech are used and textbook jargon avoided. It may be noted that the various occupations such as agriculture, tailoring, building, blacksmithing and so on often have a special vocabulary of their own. In some cases, the adult reader is fully familiar with many of these words, except that he may not know them in

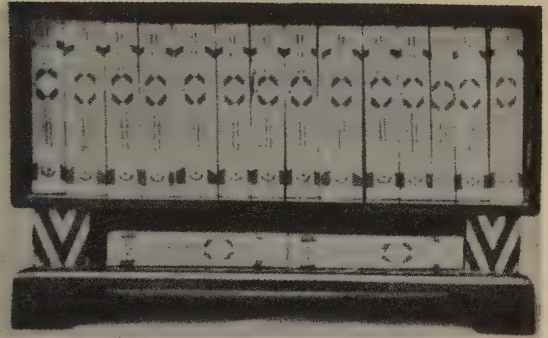
Some Jamia Millia publications.



Wall chart on health topics and current affairs.



The set of Jamia Millia publications in their case.



their written form. However, as our books are of an introductory character, technical words and phrases are used sparingly and explained in detail as they are introduced.

- (e) Story-telling is used as the medium of expression in most of our books. The same characters appear in related books so that the interest of the reader may be sustained to take him through the entire series.
- (f) Humour, clean jokes, anecdotes, references to significant events, verses and the like have been employed generously to create human interest and avoid the dullness so often found in textbooks.
- (g) Self-test questions are given at the end of the books. This device has been found very interesting and useful, and often means that a book is read more than once.
- (h) Every book contains a list of suggested further reading.
- (i) Type not smaller than 16-point is used; 20-point is sometimes employed. Most of the books contain at least two illustrations; every book has a two or three-colour cover.
- (j) The booklets were originally priced at one anna each. Increasing costs, however, have made it necessary to raise the price to four annas.

(4) *Guide Books*

In addition to the materials designed as follow-up literacy reading, the Institute has also issued a series of manuals for adult education workers entitled

Educational Experiments Abroad, which contain accounts of adult education experiences and techniques in other countries. Six *Guide Books for Parents* have also been issued.

PROBLEMS

The Idara Talim-o-Taraqqi does not possess the resources to undertake the publication of additional manuscripts already in hand or to ensure proper standards of printing or paper. Attempts have, therefore, been made to entrust the printing and publishing of all the literature prepared by the Idara to a reliable firm of publishers. But as this is quite a new field and the prospects of fair and quick returns are uncertain, publishers are reluctant to take up such a large project. The Idara, however, has reason to fear that if its literature is not printed and advertised as it should be, the chances of its finding public approval and becoming popular will be seriously reduced. Besides, as social education and literacy are considered to be among the most important and immediate requirements of the nation, the publication of useful literature for adults has itself become an educative function and a form of social service. The Idara would prefer, therefore, to have the printing and publication of its literature done under its own supervision.

CONCLUSION

It must be realized that suitable literature at a mature level is necessary not only for adults who have been made literate but also for those hundreds of boys and girls who are given primary education but relapse into illiteracy soon after leaving school because they are unable to exercise the reading skills they have acquired. The government as well as private agencies who spend enormous sums on the propagation of literacy or on primary education will be throwing money into a bottomless pit until they are able to ensure that the literacy acquired through their efforts is maintained and developed.

CENTRALIZED LIBRARY SERVICE IN DENMARK

by MRS. BODIL NORMANN

The organization of technical services is in most countries one of the most expensive and time-consuming of the individual library's operations. This article describes how libraries in Denmark have reached an effective solution of this problem through co-operation on a national basis.¹

COUNTRIES facing the problem of establishing library services have the advantage over countries with developed activities in that they are able to profit by the experiences of the latter and thereby avoid many mistakes. Such countries have the opportunity to create the best framework for an ideal organization, and this is especially true with regard to centralized services. By centralized services we primarily mean centralization of the technical work which can be done most advantageously in common for all libraries, for instance, classification and cataloguing (including printed cards), binding, publication of books on library science, printing of library forms, etc. In under-developed countries centralization of these tasks is especially important, as it would be difficult, if not impossible, to train as many librarians as would be required if the problems were to be solved locally, while it is more easily possible to get the few experts necessary for centralized operations.

Centralized services may be organized in different ways in connexion with a big library or through a central body established for the purpose. The latter solution is no doubt the better because it would not be wise, if only for psychological reasons, to let one library exercise too much control.

In Denmark, centralization of technical work was begun some 10 years ago in the so-called *Folkebibliotekernes bibliografiske Fontor* (Bibliographical Office of Public Libraries). Although this institution will be referred to in detail rather often, that does not mean that its way is the only right way—it is merely an indication of how centralized work can be done.

CATALOGUING

The first problem solved by the Bibliographical Office of Public Libraries was centralization of cataloguing. Until then, cataloguers in individual libraries had separately spent many costly hours in cataloguing the same books and writing the same cards for the same public. Often, the same book was catalogued in different ways and was not put into the same place in the classification system. Centralized cataloguing (with printed cards) means perfect uniformity: the same book will always appear under the same entry and with the same classification number in each library. Naturally, not all cataloguers will agree on the decisions taken on the grouping or the choice of subject, but the cataloguing done by such a central agency will on the whole be excellent, as the staff will quickly acquire proficiency.

Centralized cataloguing saves the money and time of the individual library.

¹ Working paper prepared for the Malmö Seminar on *The Role of Libraries in Adult Education*.

Usually, cataloguing can and *ought* to be carried out in connexion with the national bibliography. *Folkebibliotekernes bibliografiske Kontor* receives daily information from the publishers regarding new publications to be listed in the national book-index. On the basis of this information, the office requests from the publishers sample copies of those books judged to be of interest to public libraries. The books are contributed by the publishers, and difficulties in obtaining books are seldom experienced. As soon as the books are received, they are catalogued and about four weeks after publication printed cards for them are available.

PRINTED CARDS

The libraries are kept up to date on these cards by subscribing to a list of slips that is sent out once a week or once a fortnight. Each slip in this list is a true copy of the corresponding printed card, which contains bibliographical information, suggestions for additional cards and an order number. The cards can be bought in as many copies as required. Only unit cards are produced. By adding some typewritten words any library may issue as many of the suggested supplementary cards as they desire.

STANDARD CATALOGUES

The printed cards have met with great success, and this naturally has led to centralization of the publication of printed catalogues. They had formerly been published by different agencies, and this practice frequently resulted in discrepancies in the grouping of books and in the entries themselves, as had happened in the case of the printed cards. Such discrepancies can be avoided by using the printed cards instead of manuscript copy when the catalogues are being prepared for printing. Furthermore, it is a great advantage to have this card-manuscript on file when you are preparing a new edition of a catalogue, as many titles will recur. It is obvious that most libraries, even small parish-libraries, would prefer an individual catalogue, but for most of them it is too expensive. The solution is standard-catalogues compiled to meet different library needs, for instance, catalogues for children, for young people, for small libraries, for large libraries. Besides these, a bibliographical bureau should provide standard-catalogues of periodicals and reference books, and catalogues for different subjects such as art, education, economics and so on. In addition, it should provide short annotated book-lists or folders. All these catalogues and folders can be produced at a very low cost as they can be printed in large editions.

OTHER LIBRARY PUBLICATIONS

A bibliographical office should also publish material on library science. *Folkebibliotekernes bibliografiske Kontor* has, among other things, published manuals on library economy, books on extension work, library buildings, cataloguing rules, rules of alphabetical sequence, lists of subject headings, etc. In fact these books are not only published by the office but prepared as well. This results in uniformity in the most important publications and the smallest folders.

Special tasks which naturally might be carried out by a bibliographical centre would be the publication of newspaper and periodical indexes. Of

course only the most essential articles should be indexed—for instance, articles of a cultural, historical, biographical or technical nature, and reviews of books, films, and theatre performances. The most practical arrangement of the entries would probably be in accordance with the classification system in the country concerned, with an alphabetical index.

LIBRARY EQUIPMENT AND FORMS

Another task to be done centrally is the printing of library forms, book-cards, date slips, overdue notices, accession registers, ledgers, etc. It should also be possible to buy book-ends, daters, catalogue cases, book trucks, book-cases, in fact anything used in the daily work. All these items, printed matter, equipment and furniture, should be standardized by experienced librarians.

BOOK-BINDING

In Denmark, a committee decides immediately after the publication of a book whether or not it is to be purchased by all libraries. If so, it is at once ordered. It can then be delivered bound to the libraries about one month after publication. In co-operative binding, one can rationalize the work by dividing the books into groups according to weight and quality of paper so that the individual book will get the binding that suits it, and the cost will go down if a sufficient number of books can be dealt with simultaneously. Co-operative binding will consequently mean not only quick delivery, but good inexpensive binding. This practice saves a lot of time and money for individual libraries. In Denmark the publishers send the required number of copies of each title to the book-binder. When the title in question is delivered to the different libraries, *Folkebibliotekernes bibliografiske Kontor* sends the publisher a statement listing the libraries which have bought copies and the book-sellers through whom they were ordered. Every purchase must pass through the book-sellers according to the organization of the Danish book-market. Consequently payment for the books themselves is settled between book-sellers and publishers, while payment for the covers is settled between *Folkebibliotekernes bibliografiske Kontor* and the libraries. This procedure is rather complicated, though unavoidable because of the set-up in Denmark.

'NUCLEUS-LIBRARIES'

In under-developed countries, nucleus libraries would be a great help in establishing library services. A nucleus library should contain a small collection of books selected by experts. It should be delivered complete, with the books bound and equipment ready for immediate use. In Denmark, these nucleus libraries are financed by a book-seller. The sale of the libraries is carried out by *Folkebibliotekernes bibliografiske Kontor*, which receives a certain amount per library for the technical work done, but payment for the books themselves is made to the book-sellers by authorities purchasing the libraries. The price is fixed and can be paid in instalments over a period of five years.

INFORMATION OFFICE

A bibliographical centre should be able to help libraries in procuring books written in foreign languages. For this service, a union catalogue of accessions

of all the country's special and research libraries is necessary. The office must also possess a comprehensive collection of national and foreign bibliographies to render a wide and extensive service. Such bibliographies are indispensable in the cataloguing department as well.

There are undoubtedly many other tasks that might be carried out co-operatively and more will appear in the future as the library movement grows.

How is it possible to start such a bibliographical bureau and to provide the necessary money? The Danish bibliographical office serves as an illustration: *Folkebibliotekernes bibliografiske Kontor* is a self-supporting non-profit-making body, which receives a yearly grant from the so-called 'sum at the disposal of the Ministry'. This sum becomes available by reducing the basic government grants to all public libraries by two and a half per cent, and it must be used for the benefit of all the libraries. On the board of the office are representatives from the State Inspectorate of Public Libraries, the Ministry of Education and the Library Association. In the first year, the whole budget was about 20,000 kr. This sum was given as a grant from the State; now, 11 years later, the budget is about half a million. It has thus increased more than 20 times, while the grant from the State has increased only from 20,000 to 36,000 kr. Consequently the prices fixed for publications, printed cards, etc. must include some profit for the operating expenses.

The centralized services might be organized in other and possibly better ways. The best solution in another country might be to have the office operated and financed by the State. Or it might be a co-operative undertaking belonging to the libraries, each of which would pay according to the size of their budgets.

The main thing is to get a central office started somehow. Up to now, centralized services have been established in only a few countries, but the experiences of these countries have made it quite clear how valuable such services are: they save much time and money; they guarantee the quality of the technical work; they secure uniformity. In countries that have a well-developed library system, it may be difficult to change. Under-developed regions, on the other hand, are offered the opportunity of building an efficient and economical system from the very beginning.

TRAINING FOR LIBRARY SERVICE

by VIRGINIA LÁCY JONES

A dynamic library school provides professionally trained personnel and makes a positive contribution to general library development on a national scale.

WHEN the Atlanta University School of Library Service was opened in 1941 in Atlanta, Georgia, in the heart of the southeastern section of the United States, it had as its chief aim the preparation of Negro librarians for elementary and secondary schools, for colleges and for public libraries in the region. At that time the School had a one-year programme of general instruction which was considered basic for all types of library service. While the curriculum was so designed as to place special emphasis on the professional library needs of the Negro minority group in the South, it was definitely slanted toward general library development on a national scale and an understanding of the place of libraries in a democratic society.

The curriculum of the School since its inception has been planned to impart the knowledge and skills necessary to the execution of various phases of library service with a full understanding of the why and how of certain techniques and routines. The curriculum is an integrated unit rather than a collection of separate courses. This has been achieved by careful planning and by the arrangement and sequence of units of instruction, together with a practical field-work programme which supplements and gives meaning to theoretical instruction.

Since 1947, the pattern for library education in the United States has changed. In 1949, the Atlanta University School of Library Service altered its programme to comply with the new trends in the hope that the School would be enabled to meet the increasing demands for trained library personnel. Before describing the School's work, it is necessary to explain the new pattern of library education that is emerging in this country.

The new library school programmes provide for three levels of training: an undergraduate level, the 'core curriculum', consisting of 12 to 18 hours per semester in the third and fourth years of college; a one-year graduate programme which is built upon the 'core curriculum' and leads to the master's degree; and the advanced graduate programme leading to the Ph.D. degree.

The undergraduate curriculum is centred on a body of knowledge, skills and techniques that are common and basic to all types of library service. By introducing librarianship to the college student it is possible to attract to the profession a larger number of young people who may not be financially able to pursue a fifth year of professional education immediately after college graduation. An 18-hour undergraduate minor in library service will equip such students to fill numerous library positions in small school and public libraries in communities which cannot afford the services of a fully trained professional librarian. There is also a real need for college-trained sub-professional workers in larger college and university and public libraries.

At the undergraduate level, courses are generally centred on four main areas of library service: foundations of librarianship, organization and administration of libraries, general library materials, and materials for children and young people. 'Foundations of librarianship' relates to the *why* of much

that is to follow in the curriculum. Here the student is introduced to the profession as a whole, to the significance of libraries in all ages, to the different types of libraries and the extent and special features of their services, and to the professional and non-professional agencies that promote libraries and librarianship.

'Organization and administration of libraries' is concerned with the objectives of various types of libraries, the framework for administrative organization and the essential mechanisms of library service. Simplified cataloguing and classification are offered either as a separate course or as a part of one general course.

'General library materials' covers the selection and use of books, and such related materials as periodicals, pamphlets, films and recordings suitable for adults. In the new programme, it takes the place of the traditional courses in reference and book selection. Reference books are introduced along with general books and related material. Readers' needs are constantly kept in mind when considering the selection and evaluation of materials, and a wide variety of sources of library materials are studied.

In 'Materials for children and young people' emphasis is now placed on the reading and examination of many books and related materials on subjects of interest to children and young people. Some courses focus attention on the materials required for the class-room activities of elementary and high-school pupils. Personal and vocational guidance materials receive special attention. Less importance is attached to history books for children and young people and more time is devoted to their reading needs.

This general plan for the undergraduate 'core curriculum' is used with variations and modifications in the library training agencies in the United States. Some schools definitely slant their programmes toward school librarianship. This is especially true when the programme is offered by the college department of education. Graduate library schools prefer the 'vestibule' programme to remain general if it is to be the basis of their curriculum. With an increasing number of schools becoming community centres, school librarians find themselves in the dual capacity of school and public librarian. The development of junior colleges as an extension of the secondary school may add college library service to the responsibilities of the school librarian. These trends point decidedly to the need for library education remaining general at the undergraduate level.

The undergraduate programme may be considered sufficient for those who do not wish to specialize. For the students who wish to become professional librarians, the 'core curriculum' serves as an introduction to a year of graduate study designed to extend the students' knowledge of library administration, library materials, and technical processes, and to offer specialization in school, college and university, public and special library administration, and in the organization and administration of larger units of library service, such as county and regional libraries. Advanced courses acquaint students with the content of books of outstanding importance, and bibliographical development in the humanities, the social sciences, the biological sciences and the natural sciences. Such courses familiarize the prospective librarian with trends of thought, terminology and current problems in each of these disciplines. Such 'books' courses are based on the assumption that professional librarians must increase their knowledge of subject content in order to direct the use of books more effectively.

Courses pertaining to the social and cultural aspects of library service are included in graduate programmes. Such courses are *The History of Books and Writing* (sometimes called *Book Arts*), *The History and Significance of*

Libraries, and Communications. At this level, the student learns to criticize and evaluate library materials and services by learning to apply the methods of scientific research to the problems of librarianship.

The graduate curricula are aimed at preparing librarians for positions of leadership—as library administrators, department heads, teachers of library service, or supervisors—and for the more specialized services in different types of library work. A Ph. D. programme is offered by a few of the graduate library schools and is reserved for advanced students who are directing large library systems or preparing for teaching careers, and for those interested in research.

The wisdom of these changes in the education of librarians has yet to be proved. Much will depend upon the placement of the graduates of the three levels of training.

The two levels of training offered at the Atlanta University School of Library Service are in line with the new trends in education for librarianship. The 'core curriculum' is open to undergraduate students in the Atlanta University system. Students who have finished college but who have not had the pre-professional library service courses take such courses as a prerequisite to the graduate programme. Such students do three semesters of course work to fulfil the requirements for the master's degree.

FIELD WORK

The field-work programme which accompanies the early courses is designed to give on-the-job practice in simple library routines. The work is done in local college, public, school, and special libraries under the direction of the School's field-work supervisor, who determines with librarians all details of the work in advance. This arrangement has been most satisfactory, as the School is able to control the experience of the student, and the library staff is relieved of supervisory responsibilities. In almost all instances, the work accomplished has been of practical value to the co-operating library. This phase of the field-work programme consists of ten units:

- (1) Shelving.
 - General problems.
 - Reading shelves.
- (2) Periodicals.
 - Checking in new issues.
 - Stamping and preparing for shelves.
 - Preparation of periodicals for the bindery.
- (3) Circulation.
 - Charging and discharging books.
 - Making renewals.
 - Preparing overdue notices.
 - Registering borrowers.
 - Making daily statistical records.
- (4) Filing cards in catalogue and shelf-list.
- (5) Order work.
- (6) Weeding: Discarding books and making slips to explain why each item is discarded.
- (7) Bindery records.
- (8) Ordering Library of Congress cards.
- (9) Making accession records.
- (10) Taking inventory.

In the graduate programme, field-work projects give students an opportunity to work in a leadership capacity with people, to learn how to plan and execute library projects, and to acquire practice in solving library problems. Individual projects are assigned according to student interest. These include advising reading clubs in undergraduate colleges (there are four such colleges in Atlanta), conducting a series of film forums in the University Library, organizing and administering a small church library, serving as advisor to the student assistants' club in the University Library, planning and conducting weekly programmes for a group of blind patrons of the local public library, attending staff meetings of the University and public libraries and making a study of administrative problems presented at such meetings, conducting a monthly book programme for a church youth forum, and planning and conducting story-hour programmes in elementary schools, day nurseries, and hospital wards for crippled children.

The state consultant for Negro school and public libraries, employed by the Georgia State Department of Education, works in close co-operation with the Atlanta University School of Library Service. The School's field-work supervisor and groups of students frequently accompany the state consultant to rural school and county libraries to organize collections of books. Students order supplies and equipment for such jobs and are enthusiastic about the practical experience gained. The School takes pride in the growing number of libraries in the rural areas of Georgia that have been organized and opened with the assistance of its students and faculty.

CONSULTANT SERVICES

In 1942, with the financial assistance of the Carnegie Corporation of New York, a consultant service was established in the School for the purpose of giving assistance in the development of Negro school, college and public libraries in the seventeen southern states. For two years, one of the staff members of the School gave about two-thirds of her time to travelling throughout these states holding in-service training programmes for library personnel and assisting in the purchase and organization of library materials. This service was rendered before many of the southern states employed Negro library consultants on the staff of state library agencies. Thus the help rendered was invaluable, especially to the vast number of untrained librarians who were eager to develop library service.

Though special financial assistance for this service ceased after a two-year period, the faculty of the School has continued to work with libraries throughout the South in an advisory capacity. The School has been called upon to suggest budgets for Negro branch libraries, to assist in drawing up plans for new library buildings, and to criticize or to make lists of materials to be purchased. State library associations have drawn heavily upon the faculty members for speakers and consultants at their meetings. Much assistance has been given Negro colleges in organizing undergraduate departments of library service for the training of teacher-librarians,

Such work has given impetus to Negro library development in the region, but it has also helped the faculty of the School to keep in touch with the realities of the profession so that the School's programme can be meaningful and practical.

LIBRARY CONFERENCES

In the nine years of the School's existence it has, with the financial assistance of the General Education Board and the Carnegie Corporation of New York,

sponsored three conferences that have had a great influence on library development in the region. The Conference on the Library and Graduate Instruction took place in June 1944.¹ Eleven Negro colleges were then beginning graduate programmes in the fields of education, agriculture, home economics and in the liberal arts. Library resources were inadequate to support such programmes. The Conference was aimed toward clarifying ways in which library facilities might be improved. Emphasis was placed on co-operative measures that might be taken, such as co-operative purchasing, co-operative cataloguing, exchange of duplicates, and the communal use of the resources of each member library.

In May 1947, the School of Library Service sponsored a 'Public Librarians' Conference in which 92 Negro public librarians from 13 states participated. The majority of the librarians were without library school training. The Conference discussions were centred around adult education, public relations, work with children and with handicapped groups, and the extension of library service in rural areas.

In November 1950, the School sponsored a Library Education Conference for the purpose of giving guidance and direction to the teachers of library service courses in Negro colleges. The Conference was attended by representatives from 31 institutions that offer such a programme. The Conference, conducted on the 'work-shop' plan, drew up recommendations for a course of one hour a week for undergraduates which would be general rather than slanted toward any one type of library service. The proceedings of this Conference are to be published.

With the master's programme, which includes research projects, the School hopes to produce a series of scientific studies on library service in the region which should serve to chart the way for continued progress and improvement.

Thus, through its curriculum, which is periodically revised to meet the changing needs of the profession and regional problems, and through its field work programme, consultant services and conferences, the Atlanta University School of Library Service has attempted to fill the position of leadership envisaged for it by its founders.

THE FUNDAMENTAL EDUCATION PROGRAMME OF UNESCO'S LIBRARIES DIVISION

by E. N. PETERSEN

UNESCO is convinced that first-rate public library services are essential to fundamental education programmes and that such programmes cannot achieve full and lasting success without the help of free public libraries to carry new literates far beyond rudimentary skill in reading. The kind of public library system which Unesco considers effective is dynamic, free and geared to the needs of the people it serves. It includes publications in simple language on such practical everyday problems as health, sanitation and care of children, and gives guidance in their use. Reading interests are stimulated by means of films, filmstrips, recordings and exhibitions, and services are brought to the homes and work places of the people through mobile vans, branches and deposit stations. Activities are planned in close co-operation with local fundamental education organizations, and the libraries in a region are linked together in an efficient and economical large unit of service manned by professionally trained librarians.

Unesco uses the following techniques to promote the creation and development of such public library systems: pilot projects to demonstrate public library services, seminars and conferences of professional librarians, publications to improve the technical competence of librarians and to inform the general public about libraries, and fellowships. Described below are the main fundamental education activities of the division.

PUBLIC LIBRARY PILOT PROJECT IN INDIA

An agreement has been signed by representatives of Unesco and the Indian Government for the establishment of a public library pilot project in Delhi. The main purpose of the project will be to demonstrate effective public library services as an essential part of literacy campaigns and adult education programmes.

While the pilot library will give special attention to the needs of newly-literate adults, other people in the community will not be neglected. Services for children and young people, as well as other adults (whatever their educational backgrounds), will also be provided. In short, the pilot project, like the best public libraries elsewhere, will be developed to fit local educational needs, and the most urgent needs will receive most attention.

The library will be housed in a populous centre of old Delhi, adjoining the headquarters of the Adult Education Board, where there will be ample room for book services and educational meetings, and a spacious court which can be used for outside reading in the summer. One unusual library feature is a small swimming-pool.

During the first year, the library will assemble a collection of about 10,000 books, plus periodicals, pamphlets, maps and pictures for adults and children. Most of this material will be in the principal local languages, Hindi and Urdu, but some books in English, particularly reference books, will also be provided.

Books will be loaned free for home use, and a reader's advisory service will help library users, particularly those who have just learned to read, in mapping out appropriate courses of reading. Information services and special services for children will also be provided. Reading interest will be stimulated through

film showings, discussions, publication of reading-lists, gramophone-record concerts, exhibitions and story-hours for children.

The Delhi library programme will be integrated with the work of the local organizations active in the fields of fundamental and adult education, especially with that of the Delhi Adult Education Board and Jamia Millia (a Muslim voluntary organization). The former now operates seven adult education centres and 16 literacy centres, and plans to add 19 more centres within the next few months to its present network. Jamia Millia operates five centres in Delhi.

The Indian director-designate has been awarded a Unesco fellowship and is now studying public library practice in the United States. He will return to Delhi early in 1951 and will work with the advisory director in organizing the library. Late in the year an extension service will be added. An audio-visual mobile book van, to be contributed by Unesco, will take service to outlying sections of the city, and branches and deposit stations will be set up in local adult education centres and other suitable places.

The pilot project is intended not as an end in itself but as a demonstration of what can be done in a particular and typical set of circumstances. When the pilot library has proved its effectiveness, other regions in India and Asia as a whole will be encouraged to use it as a model for their own public library development.

SEMINAR ON THE ROLE OF LIBRARIES IN ADULT EDUCATION

This extremely successful meeting was held in the Stadsbibliotek (Public Library) of Malmö, Sweden, 24 July-19 August 1950. Participating were 45 librarians from 20 countries. The seminar director was Dr. Cyril O. Houle, Dean, University College, University of Chicago.

The work of the seminar was laid out under three general topics, each assigned to a working group. Group I discussed the basic character of adult education in the library and the planning, organizing, carrying out, publicizing and evaluating of library adult education programmes, particularly in countries where library services are reasonably well developed. Group II concerned itself with audio-visual materials and techniques in library adult education—films, radio, television, recordings, discussion groups and exhibitions. Group III's subject was the establishment of library service as an aid to adult and fundamental education in under-developed regions.

The following recommendations were adopted by the group concerned with library services in under-developed regions:

- (1) That Unesco's fundamental education preliminary surveys and missions should not be launched without the services of a professional librarian, who should remain until sufficient professional staff has been trained to carry on and supervise the newly formed libraries.
- (2) That a course on library establishment, operation, and development be included in courses organized in fundamental education centres for the training of international experts.
- (3) That, as a follow-up to the present seminar, international regional conferences of a limited number of experts should be promoted at intervals, in order to discuss specific topics such as:

Linguistic problems in fundamental education libraries, and libraries in multi-lingual areas.

Methods for organizing library campaigns.

Rural library service in fundamental education areas.

Special training for fundamental education library service.

Problems of library co-operation.

- (4) That Unesco should promote in consultation with librarians the making and publication of every type of educational material, particularly simple reading matter for adults, both in local and in official languages.
- (5) That a practical text-book on the making and use of educational materials at the fundamental education level, should be edited in co-operation with a library specialist. It should include such topics as simple recording, the making and use of slides and film strips, the use of museographic techniques and characteristics, and the choice and publication of typical adapted reading matter.
- (6) That Unesco should recommend the inclusion of professional librarians on the national commission of each Member State.

Much material of value to workers in fundamental education was prepared by and for the seminar. A selection of these seminar documents and the report of the director, will be published in English, French and Spanish as the fourth volume in the series of Unesco Public Library Manuals, under the title: *Libraries in Adult and Fundamental Education; the Report of the Malmö Seminar.*

PUBLICATIONS

Three of the Unesco Public Library Manuals¹ have already been issued. They are written so as to interest government officials and educators as well as librarians.

- (1) *Education for Librarianship*, by J. Periam Danton, Dean, School of Librarianship, University of California. Published in English, French and Spanish. (Arabic edition is in preparation). In this book, Dr. Danton clearly analyses the main problems and successful practices in the professional training of librarians.
- (2) *Public Library Extension*, by Lionel R. McColvin, City Librarian of Westminster, London. Published in English, French, Spanish and Italian. The author discusses thoroughly the problem of bringing public library services to more people and considers schemes for provision of nation-wide library services.
- (3) *Adult Education Activities for Public Libraries*, by Carl Thomson, Chief Librarian, Copenhagen; Edward Sydney, Borough Librarian of Leyton, London; and Mirian D. Tompkins, Associate professor of Library Service, Columbia University. Published in English, French, Spanish and Italian.

The authors describe adult education activities carried out by the public libraries of Denmark, the United Kingdom and the United States of America. The projects mentioned, with slight adaptations, could be used effectively in most public libraries.

Unesco has published in English, French, Spanish and Italian, a poster and leaflet called *The Public Library, a Living Force for Popular Education* (an Arabic edition is in preparation). The text describes dynamic modern public library service. The poster is for display in libraries and the leaflet for distribution to the public. Copies of both the leaflet and poster have been sent to Unesco National Commissions.

¹ These three manuals may be purchased from Unesco Sales Agents or direct from Unesco Sales Service, 19 avenue Kleber, Paris-16^e, France, at \$0.65, French frs. 200, a copy.

FELLOWSHIPS

Each year Unesco grants several six months fellowships to librarians for study abroad. At present two librarians with fundamental education interests are observing public library practice in other countries. Mr. Des Raj Kalia, of India, the director-designate of the public library pilot project mentioned above, is making a study tour in the United States. Mr. D. C. G. Abeywickrama, Librarian, Public Library of Colombo, Ceylon, is observing public library work in the United Kingdom. Both men began their fellowships by participating in the seminar on *The Role of Libraries in Adult Education*. On return to their countries they will be actively engaged in library fundamental education work.

LATIN AMERICAN CONFERENCE

In 1951, Unesco will hold a regional public libraries conference in Latin America. Approximately 60 librarians and government officials responsible for the provision of public library services will attend. The conference will last 10 days and will probably be held in September in São Paulo, Brazil. Main attention will be given to basic problems in large scale public library development, library services to fundamental education, and formulation of plans for future action.

COLLABORATION IN OTHER UNESCO PROJECTS

Unesco is becoming a closely knit organization, and departments collaborate on many projects. The Libraries Division has worked closely with the Education Department in making a preparatory survey for a library-museum service to be established as part of the Fundamental Education Pilot Project in the Marbial Valley of Haiti; as well as in various seminars, conferences and publications. Members of the division also aided in the preparation and distribution of a leaflet on suggested activities for public libraries in Unesco's Food and People campaign.

TECHNICAL ASSISTANCE

The United Nations Technical Assistance Programme, though primarily intended to stimulate economic development, offers great opportunities for two kinds of library activity in association with other projects. One is for the creation of documentation centres, essential to the field workers in the programme, who must be kept informed of what is being done elsewhere. The second is for the development of public library services in fundamental education projects. Several countries have already included provision for library services in their proposals for Technical Assistance, and it is expected that others will follow suit.

LIBRARY SERVICE IN BRITISH WEST AFRICA

by EVELYN J. A. EVANS

Library development in British West Africa follows an historic pattern—reading rooms begun by private or quasi-official bodies expand into a library system and become an accepted responsibility of government.

IN SPITE of the acute shortage of books in the early 1940's, library service started in the four West African capitals almost as soon as the British Council Representatives had roofs over their heads. Reference libraries for office use developed into reading rooms and lending libraries, with the later addition of travelling libraries, book boxes and postal services to groups and individuals up country. European librarians were appointed for Gold Coast and Nigeria, and Africans were trained at Achimota College and in the British Council as library assistants for the Gold Coast and Nigeria, and to take charge of the library services of Sierra Leone and Gambia. A number of these African librarians come to England to complete their training each year.

The library scheme was based on a report made by Miss E. S. Fegan of Achimota College, in which it was recommended that library services should be established by the British Council and handed over to local authorities as soon as practicable. This report, backed by a subsequent survey by Miss K. D. Ferguson of the British Council, led to official acceptance of the view in Nigeria and the Gold Coast that library services are matters of policy intimately affecting the welfare of the people and should be the responsibility of Colonial authorities. Library Advisory committees, on which the British Council was represented, were set up to consider steps for transferring responsibility of library services and to plan their future development. The library services of Sierra Leone and Gambia are still conducted by the British Council. In Nigeria a Public Library has been established at Lagos; a National and Copyright library is contemplated, probably attached to the University at



Gold Coast Library Board. Children's library—opened August 1950.



The British Council new library van.

Ibadan, and a scheme is under consideration for handing over to local authorities the Central Library service still maintained by the British Council. The Gold Coast library service came of age this year and is now independent of the British Council. The following account of its scope and structure indicates the trend of library development in West Africa. Gold Coast's primacy in West African library planning is partly due to that country's relative prosperity in recent years as a result of the cocoa boom, and partly to the fact that a suitable building was provided by Bishop Aglionby of the Gold Coast, after whom the library is named.

In 1949 an Ordinance appointing a Library Board to establish and maintain libraries was passed by the Legislative Council in the Gold Coast. This was the result of work done by a Library Advisory Committee to the Government—a committee formed when the British Council opened a library in its new premises in Accra in February 1945. The library service supplied by the British Council was for the use of its members only, and it was generally felt that something far more comprehensive was required in the Colony.

The library services are now run on a subvention from the Gold Coast Government, but the library is an independent body. Other income is derived from subscriptions and fines, and as libraries are built in various municipalities, the two councils have agreed to contribute the sum of £300 per annum. A grant received from the Carnegie Corporation of New York has made possible the training scheme for African library assistants.

When the Board started functioning it was given the stock of the British Council library and carried on the service that had been started by that body, but its first consideration was the training of staff. Books without trained staff are of little use, especially in a community in which literacy is very low. Members of staff are recruited from the secondary schools in the country, and must have at least the Cambridge School Certificate or its equivalent.

They are appointed in the first place on a probationary basis for twelve months. During this period they are given lectures twice a week covering the syllabus of the Entrance Examination of the Library Association, for which they then enter. If they are successful, and have also proved interested in the practical work of the library, they are taken on to the permanent staff of the Board. Training does not, however, finish at this point. The assistants are encouraged to take correspondence courses for the various parts of the Registration Examination, and there is a scheme by which assistants are sent to England to one of the library schools for 12 months, to complete their Registration Examination and to qualify for the Associateship of the Library Association. A further period of six months in England is spent in practical training, the the assistants being attached to one or other of the well known city or country libraries. Through experience it has been decided that it is advisable for the assistants to have passed at least one section of the Registration Examination before proceeding to a library school, as otherwise the course is too full to be successfully completed in one session. It is also preferable for the practical training to be given before the attendance at library schools, as this helps considerably towards an understanding of the library systems of England. At the present time one member of the African staff has obtained his ALA and is now working for his finals, one has part of Registration and hopes to complete it in December 1950, three others are sitting for part of Registration in December and four are studying for their Entrance Examination. Although the examinations are taken to give the staff some professional standing, it is impressed upon them that the practical side of the work is the more important.

The library headquarters are in Accra, and until regional libraries are built it is from here that the whole country is served. There are three types of membership: (a) personal; (b) country; and (c) book box membership.

Personal membership is limited to people living in Accra, and the subscription is four shillings per annum, which may be paid half-yearly. For those wishing to take books away from the library a deposit of 10 shillings for two books is necessary. There may be some criticism of the imposing of a subscription, but the library is not rate supported as libraries are elsewhere. The use of the deposit was also found necessary to ensure the return of books. Books are issued for two weeks, and fines are imposed at the rate of one penny a week or part of a week. Overdues and lost and damaged books are not noticeably higher than in England. The library is open daily with the exception of Sundays and Bank Holidays, from 9 a.m. to 7 p.m. Country membership is open to individuals living outside Accra. The subscription is increased to 10 shillings per annum to help cover the cost of posting the books. The library pays the postage one way, the borrower the other. Books are issued for one month and may be renewed for a further period if not required.

It was soon realized that, with an area of 93,000 square miles to cover, something more than a country membership was required, so a book box service was started for the use of schools, colleges, community and social centres, mines, hospitals, etc. There is an annual fee, payable in advance, of £2 for every box, containing approximately 50 books. A subscriber is entitled to return the box to the library every two months for the renewal or change of books. Where possible the subscribers are encouraged to visit the library personally to make their own selection. If this is impracticable, lists of books or subjects required are invited, and the selection is made up by one of the library staff. Unfortunately the library has, as yet, no printed catalogue to circulate to members up country, but monthly recent additions lists are sent out to all country and book box members.

Strong wooden boxes 24" × 24" × 8" with screw lids and handles are made



Library Students.

locally, and have one shelf inside so that when stood up on end they can be used as small book cases. At the time of writing almost 10,000 volumes are on issue through this service.

The main difficulty for a large and under-developed area is the selection of books. There are insufficient books of the right type published, for although the borrowers are adult and often require books on advanced subjects, these must be simply written to be readily understood. There are few books written in the vernaculars, and such as there are are only of a primary standard, so that English—a foreign language to the majority of the population—has to be learned before books can be readily used.

The question of selection from the stock available is also important. For the personal members this is fairly easy, as the staff are always on hand to help and advise, and the librarian is ready to give help at any time. The question of the up-country members however is more difficult, and it was decided that a travelling library van should be built and put on the road. A special body was built on a three-ton chassis, the shelves being on the outside so that when the van is opened up 20 or more people can stand round choosing books. The van holds about 1,000 volumes, and the interior is used for carrying petrol and camp equipment. Shelving inside the van was decided against, as the number of people using it at one time would be strictly limited and in a hot climate it would soon become oppressive. As added protection against rain hood cloth was fixed to let down over the lockers. In practice it was been found that a 30-hundredweight chassis would be large enough for the purpose, and a second van is in construction on the smaller chassis.

The van enables a selection of the library's stock to be sent around the country, and as often as possible the librarian travels with it. In this way she is able to advise readers on their choice of books and by meeting her personally they feel that they have more contact with the library and are readier to ask for help. Advice and help is also given in connexion with the building up of books stocks in school libraries, methods of dealing with bookworm and simple library practice.

The library also offers service to school teachers. Books on teaching methods and allied subjects are provided gratis and post free to bona fide teachers. This service was made available when the library of the Education Department was taken over. As often as possible, personal contact is made with the teachers, and whenever the library van is on trek schools are invited whether they contribute to the book box scheme or not.

It was soon realized that most of the Africans using the library services concentrated on reading for examinations. There was very little reading done for pleasure, and yet the library was not provided for the sole provision of textbooks. This is being offset by the provision of books for children who are being taught the delight and pleasure that there is to be found in books. At first one part of the main library was stocked with children's books, but this proved so popular that further provision was essential.

A scheme was outlined and, with a grant of £3,000 contributed by the Commonwealth Education and Welfare Trust, three libraries were specially built for children. The books supplied are well illustrated with easy reading matter and not too much text. Their use has exceeded all expectations and reports have been received from schools on the great improvement in reading. The sum of sixpence is paid by the child when he first receives his library ticket. No other charges or fines are made, and the ticket lasts for the whole

Making a selection.



period that he is at school. There is close co-operation with the schools, which are encouraged to use the libraries during school hours for reading lessons or story hours. Story hours have also proved very popular. These are conducted in a slightly different way from those in England. A story is first told to the children in English, either by a European or by an African who has a good command of English. Questions are then asked by the children and explanations made in the vernacular. The story is then read, care being taken to choose only those which are written in good and clear English. Afterwards the children are encouraged to borrow copies of the book in which the story appears. It is hoped that with increased staff further extension will become possible in this field.

Plans are in hand for the building of regional libraries in various parts of the country. As each of these is opened a library van or vans will be attached to it, thus decentralizing the book box scheme, and making visits to the surrounding districts more frequent. The Regional Library will be begun by a European, but it is hoped that at the end of a year one of the African staff will be capable of taking over. A site for the first of these libraries has already been obtained, and it is hoped that building will be started shortly.

NOTES AND RECORDS

FILMS IN FUNDAMENTAL EDUCATION—AN EXPERIMENT IN THE GOLD COAST

News has come from the Gold Coast that the first film made by the Public Relations Office is arousing considerable interest. The film entitled *Amenu's Child* is a simple story of village life in the Gold Coast, showing the distressing condition of children who, largely because of ignorance on the part of their parents, are not given proper medical care and suffer from malnutrition. On the completion of the film, a Mass Education Team was formed to conduct training courses, centred around the film, for village leaders in child welfare. The Team was composed of a mobile cinema crew, a trained midwife and two Mass Education assistants, one of whom was an expert in domestic science. During the Team's briefing period it was found that the film was far more effective as a medium of instruction if the story of the film was first told to the audience. Using stills from the film the instructors told the story of *Amenu's Child* and stressed certain points; immediately afterward the film was shown, and followed by group discussion.



Telling the story of the film, *Amenu's Child*, before it is screened.

The Team began its work in Togo, opening the first training course in Kpetoe. Invitations were sent to 100 surrounding villages to send two women each to attend the course. The response was immediate and many villages wished to send more than two representatives. A notable feature of the course was the number of traditional midwives in attendance. From the start it was evident that the film was of tremendous value in such a training course. The Chief Social Development Officer writes: 'Seeing their own people facing up to situations that the course members were only too well aware of, and solving the problems evident in the film, was an experience that imprinted itself deeply on their minds'.

Follow-up work is being maintained and similar courses are being planned for other areas.

RURAL MISSION FOR ADULT EDUCATION

The Brazilian Ministry of Education, in co-operation with the Ministry of Agriculture, has started cultural missions for adult education. The first mission is composed of a doctor, two agriculturists, a veterinary and three women educators, specialized in home economics, rural industries and health education. The mission has been working since July in the Municipality of Haperuna, in the state of Rio de Janeiro. The results already achieved in the organization of rural life, and the fight against erosion and prevalent diseases, are most encouraging. The mission possesses two cars, one used for the transportation of people and the other equipped with a sound cinema projector, a library and a small museum on hygiene.

ARAB STATES PROJECT

In agreement with the Governments of Egypt, Iraq, Lebanon and Syria, Unesco is sending a team of four experts to the Arab States. The team will include a leader and expert in fundamental education, specialists in literacy and in the production of literacy material, and a film expert. They will be assisted by a team of Arab specialists designated by the Governments concerned and will make a study of the educational needs of selected communities, and of the methods and materials used in fundamental education. On the basis of this study, an attempt will be made to produce new model programmes, in which literacy teaching, health education, home economics education, the development of local crafts and recreation will be integrated.

The team will remain in the Middle East for six months.

UNESCO EDUCATIONAL MISSIONS

At the request of the governments concerned, educational missions are being sent to the following countries: Burma, three specialists in the organization of cultural missions, secondary, technical and vocational education and administration and finance in education; Afghanistan, one specialist in educational organization and administration; Thailand, two experts in educational administration and primary education and teacher training. A two-man mission has just completed its work in Bolivia, where it assisted the government in implementing the national literacy campaign plan.

By invitation of the Egyptian Government, the United Nations convened in Cairo from 22 November to 15 December 1950, a social welfare seminar for the Arab States in the Middle East. This is the second social welfare seminar sponsored by the United Nations in the Middle East; the first one took place at Beirut in 1949.

The seminar studied community organization in Arab countries with special reference to rural welfare. The agenda included working groups for basic education, village planning, economic, agricultural and industrial aspects of rural development, rural health, and co-operatives. The group on basic education was led by Dr. Matta Akrawi, Head of Unesco's Education Clearing House.

MEETING OF REPRESENTATIVES OF EXTENSION WORKERS IN LATIN AMERICA

Under the joint auspices of FAO and the Institute of Inter-American Affairs a meeting of representatives of extension workers in Latin America will be held in February 1951 at the Institute of Agricultural Sciences at Turrialba, Costa Rica. This is the second meeting of Latin American extension workers called jointly by the two agencies at Turrialba, the first one, from which participants derived much benefit, having been held in 1949.

WEST AFRICAN CONFERENCE ON EDUCATION

An international conference on education in West Africa was held at the University College of the Gold Coast near Accra, from 11 to 18 December 1950. The conference was attended by education officers and representatives of the British, French and Portuguese Governments.

SEMINAR ON PRIMARY EDUCATION IN THAILAND

The Thailand Ministry of Education is organizing a national seminar on Primary Education to be held for six weeks, 4 January-14 February, at Prasan Mitra Teachers Training College, Bangkok. Seventy participants are expected to attend including primary school teachers, headmasters, inspectors, principals of training colleges, doctors, nurses and architects from provinces all over the country. There will be five study-groups, dealing with the following topics:

- (1) Laws and regulations concerning primary education.
- (2) Primary school premises.
- (3) Primary school teachers.
- (4) Primary school syllabuses, textbooks, teaching methods.
- (5) School health.

Unesco has been asked to send, for use at the Seminar, documentation and display materials on primary schools in other countries.

ADULT LITERACY CONFERENCE IN NORTHERN NIGERIA

A conference of provincial representatives to discuss adult literacy campaigns in the Northern region of Nigeria was held at Zaria (N. Nigeria) in June 1950. As a result of the discussions, details were worked out for launching an adult education campaign over the whole region. The campaign will be organized by 'schemes'—each of which operates about 30 centres at a time (each with

two or three classes) for a population of not more than 100,000. The scheme will be managed by an organizer locally appointed by the Native Administration. He will arrange and control the teaching of the syllabus on the lines laid down by agreement between the Regional Adult Education Officer and the Native Administration. He will be assisted by a local committee.

The classes are intended for men and women between 15 and 35 to 'embrace the generation of the future which has missed the chance of going to school—older people may join if they wish; children must not'.

There will be two four-month sessions each year and a useful degree of literacy should be achieved as a result of regular attendance for one complete session. An examination will be held at the end of each session; those who pass it will be given a literacy certificate. The others may attend a further two months, at the end of which they may take another examination.

The instructors of classes will be local literates who will devote a few hours of spare time each week to teach the syllabus. Selected certificate winners will be used as instructors.

VOCATIONAL EDUCATION IN THE PHILIPPINES

The Philippines Government has adopted a new policy aimed at extending vocational training in schools.

All schools are instructed to stress vocational education, especially in agriculture, and 'no new secondary schools or new courses in already established schools shall be authorized to open unless they offer the purely vocational curriculum or the general type curriculum providing for both academic and vocational courses on a 60-40 ratio'.

THE MAPRIK AREA EDUCATION CENTRE

This centre, which commenced work early in 1950, is situated in the Sepik District of New Guinea. It is experimental; others on similar lines may be set up as opportunity offers.

In the words of the Director of Education, the Centre, which includes an Area School, is 'designed to provide instruction, stimulus and leadership in the pursuit of activities of a broadly educational nature, to advance in every possible way the general progress of the community by associating the teaching programme and related interests of the Centre, partly through the Area School itself, with the wider interests of the community. Activities which might be included in the programme of such a Centre would include adult classes in various subjects, literacy work, and a close association with local community projects in the respective fields of social, economic and political development'.

It is hoped that the Centre will come to be recognized as the meeting-place for all group activities, but special attention is to be paid to 'health work, preferably of a practical nature with instructional value; organized group meetings for discussion of local problems, particularly those related to the development of the community in the various fields; instructional sessions in world affairs, especially as these affect or relate to the Territory and its people; screenings of suitable documentary and locally adapted educational films'.

UNESCO AUDIO-VISUAL PROJECT IN CHINA: 1948-1949

During 1949 Unesco conducted an experiment on the use of visual aids in a fundamental education campaign. The work was done in collaboration with

the Chinese Mass Education Movement at its College of Rural Reconstruction near Chungking. This College has a long tradition in educating rural leaders and teachers, and provided a firm institutional base for the experiment.

The immediate aim of the project was to produce the widest possible range of audio-visual aids on a fairly narrow topic: 'The healthy village'. These aids were put to practical use in a health campaign conducted jointly by the project and the College staff. After a year of work, the experiment came to an end. While much of the local campaign has continued under local initiative, Unesco has turned its attention to the second and more distant aim of the experiment—making the results available to fundamental educators in other parts of the world.

A full account of the year's work will shortly be published as a monograph, in English, French and Spanish. The book contains the text of the Director's Report (H. W. Hubbard), and the individual reports of the Field Department (Eugene Fan), Health Department (Clara Nutting) and Art Department (Norman McLaren). Norman McLaren describes with considerable detail and illustration how his team of technicians set about making posters, charts, filmstrips and cartoons, and how they developed new methods for the filmstrip.

A book, however well presented, can never give an exact impression of the finished visual aid product. For this reason Unesco is also preparing a set of the filmstrips made by the China project, together with an explanatory script and a single filmstrip master to describe McLaren's various techniques. Like the book, this set of materials will be placed on sale through the usual channels.

CONTRIBUTORS TO THIS ISSUE

C. K. Morison, Superintendent of the Public Library Commission, Victoria, British Columbia, Canada, was formerly Librarian of the Fraser Valley Union Library, British Columbia.

Shafiqur Rahman Kidwai is Director of the Institute of Social Education, Jamia Millia Islamia, Delhi.

Mrs. Bodil Normann is Chief Librarian, Folkebibliothekernes Bibliografiske Kontor, Copenhagen.

Virginia Lacy Jones is Director of the Atlanta University School of Library Service, Atlanta, Georgia, U.S.A.

E. N. Petersen is on the staff of Unesco as head of the Public Libraries Division.

Evelyn J. A. Evans is on the staff of the Gold Coast Government in charge of the library service.

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Correspondence arising from this *Bulletin* should be addressed to: The Director-General, Unesco, 19 avenue Kléber, Paris-16^e, and marked: Attention, Education Clearing House.

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